DOCUMENT RESUME

ED 295 935 SP 030 327

AUTHOR Holmes, Dennis H.; And Others
TITLE Teacher Supplies to DCPS 1987-88.
INSTITUTION District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance and Management Planning.
PUB DATE Apr 88
NOTE 30p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

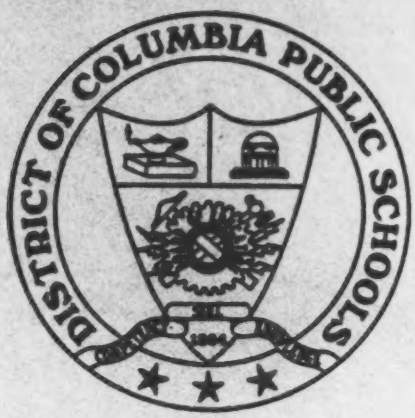
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Elementary Secondary Education; Enrollment Trends; Labor Market; *Public School Teachers; *Teacher Characteristics; Teacher Employment; *Teacher Recruitment; *Teacher Supply and Demand; Teaching Conditions
IDENTIFIERS *District of Columbia

ABSTRACT

Sources of supply of teachers relevant to District of Columbia Public Schools (DCPS) are discussed in this monograph. Subgroups traditionally available for recruitment into teaching include: (1) newly trained teachers; (2) migrating teachers; (3) re-entry teachers; (4) non-education majors; and (5) second-career professionals. The subgroups which are most relevant to DCPS are identified. An overview is also presented of 1987 recruitment sites and geographic origins of applications for teaching positions in DCPS. Teacher issues and policies in surrounding states are discussed and briefly compared to the DCPS current recruiting efforts. Appendices include a survey of new hirees; application patterns for DCPS teaching positions by geographic region; teacher education program survey instrument; and survey results on reasons for applying for DCPS teaching positions. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED295935



TEACHER SUPPLIES TO DCPS

1987-88

Andrew E. Jenkins, III
Superintendent of Schools
Chief State School Officer

April 1988

SP030 327

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. Cooper

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

TEACHER SUPPLIES TO DCPS

1987-88

Division of Quality Assurance
and Management Planning

Mr. David L. Huie
Director

Dr. Norman Gold
Director
Research and Evaluation

Prepared by:

Dennis H. Holmes
Victoria Impink-Hernandwz
James Terrell

April 1988

Table of Contents

	Page
Overview	1
Sources of Evidence	3
Research Findings	4
Appendices	11
A. New Hiree's (1987) Survey Instrument	12
B. Application Patterns for DCPS Teaching Positions by Geographic Region	15
C. Teacher Education Program (TEP) Survey Instrument	17
D. Reasons for Applying and Joining DCPS Teaching Force	22
References	25

Summary of Findings:
Teacher Supplies to DCPS

OVERVIEW

Nationally, teacher shortages are expected through the next decade. Children of the "baby boomlet" are reaching school-age, initially pushing elementary school enrollments, then secondary school enrollments, upward. Assuming that pupil-to-teacher ratios will remain at about the current levels, increased enrollments will create demands for additional teachers. At the same time, the supply of available teachers is believed to be shrinking.

Enrollments in teacher preparation programs have been steadily declining until recently. Although slight enrollment increases have been detected in the last year, teacher education program output is not expected to be sufficient to meet increasing demands for new teachers.

In addition, research findings suggests that current teachers are leaving the classroom at higher rates than in the past due in part to a general "aging" of the teaching force, as larger portions of the force near retirement eligibility; and, in part to levels of dissatisfaction with teaching positions reported by mid-career practitioners. Furthermore, persons who have traditionally formed the majority of the country's teaching force (females and minorities) now enjoy increased access to other professional careers. Both current and would-be teachers in these groups may self-select out of teacher supply pools. Taken in sum, this evidence strongly points toward imminent teacher shortages in the U.S.

The above-referenced evidence does not, however, account for the existence of a "reserve pool" of teachers-- experienced teachers who left teaching to raise children and trained specialists who could not find jobs or lost jobs when elementary and secondary school enrollments were declining in the seventies and early eighties. As Grissmer and Kirby (1987:1) note, the teacher supply market "has historically evidenced strong-but delayed-responsiveness to demand condition." Perhaps now that the availability of jobs in teaching has been publicized, teachers in the "reserve pool" and college-students inclined toward careers in education will become active members of the teacher supply group.

The evidence does not, however, address demographic variations across the nation. Palaich and Burnes (1983) point out that teacher supplies are sensitive to state and local policy and economic factors. Job market conditions in a given region may affect the willingness of teachers trained in technical specialities to pursue classroom positions. For example, if desired jobs are not available in the private sector, trained teachers may seek positions with a local school district.

Similarly state and local policies regarding teacher selection and pay may influence the size of available supplies. State or local agencies that use rigid screening techniques in hiring teachers (i.e., relying on standardized testing scores or requiring specific course distributions on academic transcripts) may deter otherwise qualified teacher-candidates from applying for classroom positions, thereby limiting supplies of teachers. Conversely, state and local agencies that develop incentive packages attractive to prospective teachers may increase their supplies of qualified job candidates (Palaich, 1983).

The influences of these many variables affecting teacher supplies must also be considered in reference to subgroups of the supply pool. In essence, the teacher supply to any educational system includes three traditional subgroups and two "non-traditional" subgroups. The specific subgroups are:

Traditonal

- Newly-Trained Teachers: Recent graduates from postsecondary teacher preparation programs with little or no full-time teaching experience;
- Migrating Teachers: Experienced teachers moving for family or personal reasons across school districts; and
- Re-Entering Teachers: Experienced teachers who left the classroom to pursue some other career (e.g., child-rearing) or because they were terminated in a time of reduction-in-force, but who are willing to resume their former profession.

Non-traditional

- Non-Education Majors: Recent graduates from postsecondary institutions who took little or no coursework in education but who wish to teach; and
- Second-Career Professionals: Persons with extensive work experience who would like to teach for some time before retiring from the work force.

The presence of members of each of these subgroups in the teacher supply, however, does not guarantee that school systems enjoy access to each subgroup. In fact, the literature suggests that each subgroup is influenced somewhat differently by various aspects of local policy and the local economic context. Zarkin (1985) suggests that the newly trained, inexperienced teacher considers salary options seriously in choosing jobs. The American Association of Colleges for Teacher Education (AACTE), 1987, indicates that newly-trained teachers are generally hesitant to seek positions in inner-city school districts. Persons who lack

formal training in education may be unwilling to undertake extensive, time-consuming, and expensive coursework traditionally required for teacher certification. In reference to DCPS, then, the size of the teacher supply must be assessed against its relative attractiveness to members in each of the supply sub-groups.

The teacher supply for DCPS theoretically includes members in each major subgroup:

(1) In District of Columbia and surrounding states, there are over 250 postsecondary institutions training and graduating teachers, as well as other liberal arts students every year;

(2) Given high concentrations of federal and military personnel who enjoy retirement benefits at a young age in the District of Columbia metropolitan area, a sizeable pool of professionals seeking second careers may exist;

(3) As the nation's capital, the District of Columbia has a sizable in-migration population, some portion of which is comprised of experienced teachers moving to the District of Columbia with spouses and family; and

(4) As in all school districts, some teachers leave the classroom temporarily to attend to family concerns.

Nonetheless, DCPS must consider the accessibility of members in each of the major subgroups when comparing its demand for teachers with potential supplies, and when designing recruitment strategies.

SOURCES OF EVIDENCE RELEVANT TO DCPS STAFFING

No single DCPS study undertaken in SY 1986-87 can answer questions regarding the size and characteristics of its teacher supply for the coming years. However, a variety of investigations provide information that may be useful in understanding supply trends. First, the Division of Human Resource Management (DHRM) administered a survey (see Appendix A) to new teacher hirees during a mandatory orientation session, asking them to indicate their reasons for joining DCPS and the problems experienced in the hiring process. The DHRM survey identifies some features of the DCPS context that attract teachers--features that might be highlighted in future teacher recruitment efforts. The survey results also point to areas that might be improved in the DCPS hiring process.

Secondly, an analysis of the geographic origins of employment applications for 1987 teaching positions was undertaken. The results from this analysis may suggest target regions for future teacher recruitment efforts (see Appendix B).

Thirdly, telephone interviews with high-level personnel in Mid-Atlantic region state education agencies were conducted in order to identify teacher supply and demand trends in these states and state education policies that may have an impact on supplies of teachers to DCPS (see Appendix C). Major findings from each of these investigations will be presented below.

(Data collection instruments and data summaries are presented in the appendices to this report.)

RESEARCH FINDINGS

Survey of New Hirees for Fall 1987

Over one-third of the survey respondents (38%) indicated that they submitted "unsolicited" applications for DCPS teaching positions; that is, they were not actively recruited through DCPS personnel efforts nor advised of DCPS teaching openings through the media or "word-of-mouth" networks; they simply had an interest in teaching for the system (see Appendix D). About a third of the new hirees submitted applications with the encouragement of DCPS employees, but only 13 percent of the respondents said they submitted employment applications in response to DCPS recruiters on-campus.

Exploring further the new hiree's reasons for applying to and joining DCPS, the survey asked respondents to indicate what most attracted them to the system. Two-fifths of the respondents said location brought them to DCPS. About half of these respondents expressed a desire to teach in their hometown. Another third of these respondents were attracted by the Capitol city itself. The remainder noted the need to relocate because of a spouse's job (06%) and the wish to stay close to family nearby in the metropolitan area (03%).

Another one-fifth of the respondents felt that DCPS's reputation for good educational programs brought them into the system. Several of these respondents (9) had previous experience working with DCPS and others (5) mentioned the Mentor-Intern Program as a major attraction for them. In addition, 11 percent of respondents said that the minority and urban student population attracted them to DCPS. This last finding is surprising, and perhaps a source of encouragement to DCPS, since urban school districts are frequently perceived to be less attractive to available teachers (see AACTE, 1987).

The third most influential feature of DCPS employment involved the salaries and benefits offered, a factor cited by 19 percent of the respondents.

These responses also suggest that, in the 1986-87 school year recruitment on college campuses brought relatively few teachers

into DCPS: The system appears to attract the majority of new hirees from its resident population; at the time of the survey administration over two-thirds of the new hirees were residents of the District of Columbia (see Appendix B). (While, certainly, some portion of this group may have just recently relocated to the District, data on DCPS application patterns to be presented below suggest that this in-migrating portion is very small.)

In the future, however, recruitment of new teachers from out-of-state campuses may play a more influential role in DCPS teacher supplies, particularly, if the "reserve pool" of trained teachers residing in the District is reduced through hiring in the next few years. It is worthy of note that local pools of non-practicing, trained teachers tend to fill vacancies in the early stages of shortages. As the shortage progresses, the districts must tap alternative sources of teachers; e.g., those living outside the local areas or enrolled in teacher education programs (Boozer, 1987; Wise, et al., 1987). Recruitment of these teachers is generally more difficult, because competition for them exists among all school districts encountering staffing shortages and because most teachers prefer to practice in their native geographical region (Feistritzer, 1986). For DCPS (see Appendix D), recruitment of teachers from outside city lines is further complicated by its residency requirement (more than two-thirds of the non-resident new hirees expressed difficulty finding housing in the District of Columbia). Eligible teachers currently living in the greater metropolitan area may be reluctant to accept positions with DCPS because they do not wish (or can not afford) to move into the District.

Attracting new, non-resident teachers to a school district, then, requires that innovative and persuasive incentive packages be developed, carefully targeting various accessible pools of people eligible to teach. With this in mind, it is useful to analyze the current match between recruitment, application, and hiring patterns for DCPS and to consider activities in surrounding states that may influence teacher accessibility for DCPS in the near future. Evidence regarding each of these topics will be presented in the following two sections.

DCPS 1987 RECRUITMENT SITES AND GEOGRAPHIC ORIGINS OF APPLICATIONS FOR TEACHING POSITIONS

In the 1986-87 school year, DCPS had diversified and expanded its recruitment efforts: advertisements for teachers were placed in metropolitan newspapers around the country, a toll-free "hotline" number was installed to encourage out-of-state eligible persons to inquire about employment opportunities, and DCPS personnel recruited teachers in school systems undergoing reductions-in-force (e.g., New Orleans, Louisiana). In addition, DCPS participated in traditional recruitment activities on selected college campuses and in college consortia. The utility of these efforts is not clear, however, when compared with the

geographic patterns of applications for DCPS employment in Spring 1987 or with the residency of teachers hired for Fall 1987.

For instance, although there are six institutions of higher education with teacher preparation programs in the District of Columbia, personnel documents show that the system actively recruits teachers at only four of them. Furthermore, the total number of graduates from the six local universities was reported to be only 192 (see Table 1,) while 446 new graduate applications listing the District of Columbia addresses were submitted for DCPS teaching positions. These data demonstrate first that local teacher training programs are producing less than half of the teachers in the local teaching pool; and second, that DCPS on-campus recruitment efforts do not fully cover highly accessible teacher-graduate pools. In defense of the system's recruitment strategies, both institutions excluded from the DCPS recruitment roster have large enrollments of out-of-state students, and one specializes in deaf education. Nonetheless, anecdotal information suggests that students from the two excluded institutions complete practice teaching and field experience coursework in the District of Columbia schools. Although these students are small in number, they may be highly recruitable.

In the same vein, patterns of recruitment and application are divergent for the seven states surrounding the District of Columbia--which, according to AACTE data (1987), may offer fruitful grounds for finding DCPS teachers, given geographic proximity. Table 1 shows the recruitment and application patterns for these seven states and the Distict of Columbia for Spring, 1987. In viewing Table 1, it should be remembered that not all applicants are new, inexperienced teachers just graduating from postsecondary preparation programs and that many other factors enter into employment-seeking behaviors; e.g., the local economic context, job availability in the region, incentives offered by other school districts recruiting teachers, personal wishes, family obligations, and so on. Nonetheless, the lack of relationship between recruitment coverage and application patterns is striking.

Table 1:

Recruitment vs Application for DCPS Teaching Position, Spring, 1987 for the District of Columbia and Surrounding States

State	N of Teach Ed. Program(TEPS)	N of TEPS Targeted in DCPS Recruitment*	N of Teacher Graduates Reported	N of Applicants for DCPS Positions
District of Columbia	6	4	192	446
Maryland	21	6	889	176
Virginia	34	7	1672	91
Pennsylvania	82	31	3297	70
North Carolina	45	2	1836	55
New Jersey	21	17	1745	17
West Virginia	17	6	1258	10
Delaware	3	1	306	6

* Reflects number of campuses directly visited by DCPS recruiters and those participating in university recruitment consortia. DCPS also targeted recruitment efforts toward 35 campuses in New York (47 applications were received from New York), 33 campuses in Massachusetts (22 applications were received from Massachusetts), 3 campuses in Michigan (26 applications were received from Michigan), 3 campuses in Ohio (16 applications were received from Ohio), and 3 in Texas (18 applications were received from Texas).

Clearly, the extent of recruitment efforts does seem to influence application patterns.

Maryland, where less than one-third (29%) of the teacher preparation campuses were covered by recruitment, produced the second largest number of applicants for DCPS teaching positions. Similarly, Virginia, with about one-fifth (21%) of the teacher preparation campuses covered, generated the third largest pool of applicants. Conversely, District of Columbia with by far the smallest number of teacher-graduates produced over one-third of the application pool. Moreover, two-thirds of the teachers hired for Fall 1987 were living in the Ditrict of Columbia when they began service.

Combined, this evidence suggests a number of conclusions:

- The pool of "reserve teachers" in the District of Columbia has been large enough to accommodate staffing vacancies to the present. The maintained capacity of this hidden pool of teachers for meeting DCPS staffing needs over time is unknown, but unlikely, given historical trends.

- Moving away from the District of Columbia focal point, rates of applicant submission begin to fade: Maryland and Virginia offer the second largest applicant pools to DCPS, in spite of limited recruitment coverage. Given reported new teacher preferences for positions in suburban school districts, it is promising that teachers from these states seek jobs with DCPS. Nevertheless, as school districts in the greater metropolitan area improve recruitment strategies and devise attractive incentive packages, DCPS could lose up to a quarter of its applicant pool (the 23% of applicants from Maryland and Virginia), if the system does not systematically diversify its methods of attracting teachers in order to be competitive with those of systems in the greater metropolitan area.

- Recruitment in economically depressed areas of the country (e.g., Louisiana and Texas) may have high payoff in application returns. Both Louisiana and Texas supplied larger applicant pools to DCPS than New Jersey, West Virginia, and Delaware. Notably, DCPS recruiters did not target any teacher preparation campuses in Louisiana, and only three in Texas.

While the conclusions are intuitively acceptable and supported by available data, they do not explain DCPS patterns for selecting teachers. Comparing the geographical origins of applications with the residency of Fall 1987 hirees (see Appendix B), data show that 62 percent of the applications for DCPS teaching positions came from outside D.C; but 69 percent of the applicants who were chosen for and accepted DCPS positions are current District of Columbia residents. Two interpretations of this finding exist: Either DCPS preferentially selects teacher from the local population; or non-local teacher-candidates, submitting applications to multiple districts, find positions offered elsewhere more attractive. Both interpretations are credible. At present, DCPS can exercise preference for the rather large pool of teachers available locally, and out-of-state teachers may exercise preference for staying closer to home when selecting employment. Nonetheless, if DCPS experiences the severe shortages predicted, the system must devise mechanisms for attracting out-of-state teachers, new and experienced. To understand the competition DCPS may face in recruiting teachers, consideration must be given to the policies, practices, and needs of states competing for the same staffing pool. The final section of this summary presents such data for surrounding states.

TEACHER ISSUES AND POLICIES IN SURROUNDING STATES

Telephone interviews were conducted with education officials in six of the seven Mid-Atlantic states surrounding the District of Columbia, Maryland, Delaware, New Jersey, North Carolina, West Virginia, and Pennsylvania (see Appendix C). The officials shared information on their states' experiences in staffing schools for Fall 1987 and on state policies and initiatives regarding the teaching profession. The 1986 AACTE survey of state legislative and administrative actions supplemented data gathered through the telephone interviews.

To summarize briefly, all states except West Virginia are experiencing enrollment increases at the elementary level. (West Virginia's enrollments are decreasing overall.) Enrollment increases in Maryland and Delaware are apparently creating noticeably greater demands for teachers. In other states, the increases are less substantial or offset by state policies to enlarge the teacher pool (e.g., New Jersey's alternative certification route for teachers.)

In addition to enrollment increases, most states contacted were experiencing staffing difficulties in critical shortage areas like math, science, and vocational education. (West Virginia does not certify teachers in math and science areas, so its needs could not be assessed; however, West Virginia recognizes a severe shortage of special education teachers.)

In terms of policies enacted to respond to increased demands for quality teachers, all states except West Virginia had undertaken or planned a variety of programs that impact on teacher supplies.

- Alternative certification paths had been implemented or piloted by all states other than West Virginia. New Jersey has the most highly developed alternative certification plan, requiring that candidates hold bachelor degrees in an academic major, pass the NTE, and complete 200 hours of professional training offered through regional training centers while employed in teaching positions. New Jersey's program is now in its third year of operation, receiving positive responses to date. The alternative certification path implemented in North Carolina is reported to be very similar to New Jersey's. Other states (Pennsylvania, Maryland, Delaware, and Virginia) are working more closely with Institutions of Higher Education to develop programs for non-traditional teacher candidates. It is noteworthy that states with alternative certification programs claim that these programs were implemented to improve teacher quality rather than to increase teacher quantities.

Nonetheless, New Jersey has found that requests for teacher certification from non-traditional pools have substantially increased and that the pool of minority teachers seeking positions in the state has enlarged greatly since the alternative program was implemented.

- Salary increases for teachers are wide spread in the seven states, with North Carolina reporting the most significant salary increase (30 to 35% in the last three years). In Delaware, salary increases have been associated with policies to discourage teachers from retiring when first eligible.

- To meet demands in critical shortage areas, the respondent states (other than West Virginia) have developed a variety of tuition support programs for teacher training and/or retraining. Most of these programs are actually tuition "remission" opportunities, with service contract agreements; that is participants are required to serve the state as a teacher in the field of training for a given period of time for each year's tuition covered by the program.

- Two states (Maryland and North Carolina) have developed programs targeting high school students interested in teaching to encourage youth to pursue academic specialization in education.

- North Carolina is piloting "career development" programs in many counties, in response to educational reform movements that call for "professionalizing teaching." This state has also implemented an induction program, requiring novice teachers to serve two years in a probationary status, supported by a mentor or support team, prior to becoming eligible for standard certification.

In addition to these activities, state officials note that local school districts have also developed programs and policies to attract teachers, offering relocation assistance, living stipends for teachers involved in retraining programs, salary increases, and various career ladder programs.

While DCPS has undertaken intensive study of the types of programs mentioned above, it appears that most other surrounding states are more advanced in preparations for attracting teachers from traditional and non-traditional pools to accommodate teacher shortages. DCPS must move quickly to devise competitive recruitment strategies. Fortunately, DCPS has the opportunity to learn from the successes and failures associated with the other states' policies in designing programs to meet its own needs.

APPENDICES

Appendix A:

New Hiree's (1987)
Survey Instrument

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Division of Human Resource Management

August 28, 1987

Dear Appointee:

We are very pleased that you have chosen to join the teaching staff of the Public Schools of the District of Columbia. In order to continue improving our recruitment efforts, and to provide adequate service to our employees, we are requesting that you complete this survey form.

1. How did you learn of the position vacancy in the D. C. Public Schools: (Please check)

   _____ Word of mouth from current employee

   _____ Unsolicited application

   _____ On-campus recruitment

   _____ Advertisements - Newspaper/Professional Journals

   _____ Other : _____

2. What was the main factor which attracted you to the D. C. Public Schools:

   _____

   _____

3. Are you a D. C. resident? YES _____ NO _____

4. If not a D. C. resident, are you having any difficulty locating housing?

   YES _____ NO _____ HAVE NOT TRIED YET _____

   What is the main factor contributing to your difficulty in locating housing?

   _____

   _____

PLEASE TURN TO THE BACK OF THIS PAGE

5. EMPLOYMENT PROCESS: Please rate the following items using this scale:

4- Excellent 3- Good 2- Satisfactory 1- Poor

_____ My initial contact with the Division of Human Resource management

_____ Personnel with whom I had contact were helpful and friendly.

_____ The information I received was clear and helpful, my questions were adequately answered.

_____ My initial contact with the local school Principal

6. Please tell us how you think we could improve our recruitment and hiring process.

_____

_____

_____

7. Additional comments:

_____

_____

_____

Appendix B:

Application Patterns for DCPS Teaching Position By Geographic Region

APPLICANTS AND JOB CANDIDATES
BY GEOGRAPHIC REGION

GEOGRAPHIC REGION	% of Applicants as of August 1987 N=1196	% of Candidates Accepting DCPS Offers+ N=204	% of Candidates Rejecting DCPS Offers N=55
District of Columbia	37%	69%	16%
Metropolitan Area (MD/VA)	17%	N/A*	15%
Outside Metro Area	45%	31%	69%

+ Missing Cases = 1

* The Metro/non-Metro breakdown was not available for candidates accepting DCPS positions. Hirees who are not DC residents are included in the "outside Metro Area" figure.

Appendix C:

TEP Survey Instrument

SEA Telephone Interviews

Part I: Establishing Contact

1. Ask to speak to the Director of Teacher Education and Certification

If available,

1. Identify self and purpose of call, briefly:
   - DCPS, Research Division
   - Study of teacher supply trends in the Mid-Atlantic states
2. Ask if the Director can spare about 5 minutes to answer a few questions about teacher demand, supply, and current or anticipated teacher shortages in the state.

   If yes-->Go to Part II, Questions

   If no-->Ask to make an appointment to call back at his/her convenience.

If unavailable,

1. Identify self and purpose of call, briefly:
   - DCPS, Research Division
   - Study of teacher supply trends in the Mid-Atlantic states
2. Ask if someone else in the office could answer a few questions about the availability of teachers in the state.

   If yes-->get name, phone number, title, and ask to be transferred

   NAME: _____

   TITLE: _____

   PHONE NUMBER: _____

   If no--> Request that a message be left for the director

   Ask what a good time to call back might be.
   DOCUMENT CLEARLY!!!

PART II: QUESTIONS

1. Respondent Information

   NAME: _____

   TITLE: _____

   OFFICE/DIVISION: _____

   STATE: _____

   PHONE NUMBER: _____

2. Again state purpose of interview, briefly

   - Current literature suggests that the nation is and will be facing shortages of qualified classroom teachers;
   - Research on DCPS indicates that the District may have difficulties staffing classrooms, in part because a large portion of the current teaching force is nearing retirement age;
   - We are currently conducting a series of studies to ascertain the District's current and projected needs for teachers;
   - As part of this effort, we are investigating the experience of surrounding states, in reference to their needs for teachers and the actions undertaken in response to needs for teachers at the state level.

3. Is your state currently experiencing difficulties in staffing schools for Fall 1987? Do you anticipate shortages in the next few years?

   If no--> move to Question #4

   If yes, or to some extent--> Probe possibilities:

   - Demographics:
     - Are shortages localized? School district level (urban, rural, suburban)
     - Is enrollment increasing? (Babyboom) (elementary, secondary, special populations, language minorities)
     - Is the current teaching force aging or attriting?
     - Have you seen significant increases/decreases in requests for teacher certification in the last year or so?

- Critical shortage areas, nationwide:
  - Are you experiencing teacher shortages in

    Math?

    Science?

    Foreign Languages?

    BilingualEducation/ESL?

    Special Education?

- Teacher Training Programs: Do the university teacher preparation programs in your state produce an adequate supply of teachers for your state?

4. What state-level actions have been taken or are under consideration to ensure adequate supplies of qualified teachers?

   - Incentive Plans (Retention/Attraction):

     Salary Increases?

     Career Ladder Plans?

     Merit Pay Plans?

     Extended Day/Year Programs?

     Others?

- Recruitment Efforts:

  Alternative Certification Routes?

  Tuition Support Plans?

  Induction Programs?

  Relocation Assistance?

  Others?

5. Have your state legislature enacted any mandates (on educational reform) recently that have affected your state's demands for teachers?

   - Lowering student-to-teacher ratios?
   - Increasing student promotion or graduation requirements?
   - Raising certification requirements?
   - Implementing a teacher-testing program?
   - Increasing teacher salaries?
   - Others:

6. Thank you for your time. May we call you again if we have further questions?

Appexdix D:

Reasons for Applying and
Joining DCPS Teaching Force

Reasons for Applying for DCPS Teaching Positions

Reason	Percentage in Each Category N=203* +
Personal Inquiry	38%
Information from a DCPS Employee	33%
On-Campus Interview	13%
Advertisements	11%
Word of Mouth from a Non-DCPS Employee	03%
Other	06%

* Percentage total to more than 100 because nine respondents gave more than one reason.

\+ Reasons for seeking DCPS employment were not cited by one respondent.

Residency of New Hires at the Beginning of SY87-88

Residency	Percentage N=204
Residents of D.C.	69%
Non-DC Residents	32%

Non-Resident Hirees' Experiences in Finding Housing in D.C.

Type of Experience	Percentages N=63
Having difficulty finding housing in D.C.	71%
Not having difficulty finding housing in D.C.	13%
Hadn't yet tried to find housing in D.C.	16%

New Hirees' Reasons for Joining DCPS, Fall 1987

Reasons for Joining DCPS	N of Comments	% of Total Respondents*
LOCATION	82	40%
Desire to Teach in Hometown	40	20%
The city itself	23	11%
Necessary Relocation (e.g. spouse's job)	13	6%
Proximity to Hometown	6	3%
GOOD REPUTATION/EDUCATIONAL PROGRAMS	40	20%
Previous Experience with DCPS	9	4%
Mentor-Intern Program	5	2%
SALARY AND BENEFITS	38	19%
Job Stability	3	1%
THE STUDENTS (MINORITY/URBAN SCHOOLS)	23	11%
NEEDED A JOB/KNEW DCPS NEEDED TEACHERS	11	5%
CAREER ADVANCEMENT/GROWTH	11	5%
NO TESTS REQUIRED IN HIRING PROCESS	3	1%
RECRUITERS (PERSONAL INTERACTION)	3	1%
OTHER	2	1%
NO REASONS GIVEN	22	11%

N of Respondents =204

*Percentages of comments in major categories equal more than 100 because 29 respondents gave more than one reason for joining DCPS.

References
and Suggested Readings

American Association of Colleges for Teacher Education. (1987.) Teaching Teachers: Facts & Figures. Washington, DC.

_____. (1986.) Teacher Education in the State: 50-State Survey of Legislative and Administrative Actions. Washington, DC.

Boozer, Robert F. (1987.) Supply and Demand: Education Personnel in Delaware, 1986-87. Document No. 95- 10/98/05/12, prepared for the Delaware Department of Public Instruction. Dover, Delaware.

Darling-Hammond, Linda. (1984.) Beyond the Commission Reports: The Coming Crisis in Teaching. Santa Monica, CA: The Rand Corporation.

Feistritzer, C. Emily. (1986.) Teacher Crisis: Myth or Reality? A State-by-State Analysis 1986. Washington, DC: National Center for Education Information.

_____. (1986.) Profile of Teachers in the U.S. Washington, DC: National Center for Education Information.

_____. (1985.) The Condition of Teaching: A State by State Analysis, 1985. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching. [ED 267 070].

Gerald, Debra E. (1985.) Projections of Education Statistics to 1992-1993. Methodological Report with Detailed Projection Tables: NCES-85-408. Washington, DC: Center for Education Statistics.

Grissmer, David W. (1987.) Teacher Projections for DCPS.

_____. (1985.) Projection of Teacher Demand for the District of Columbia Public Schools. Working draft prepared for the District of Columbia Public Schools, #WD-2781-DCPS. Santa Monica, CA: The Rand Corporation.

_____, Linda Darling-Hammond, and Corazon Francisco. (1985.) A Prototype Personnel Planning System for the D.C. Public Schools, #WD-2547-DCPS. Santa Monica, CA: The Rand Corporation.

_____, and Sheila Nataraj Kirby. (1987.) Teacher Attrition: The Uphill Climb to Staff the Nation's Schools. Santa Monica, CA: The Rand Corporation.

Hawley, Willis D. (1986.) "Toward a Comprehensive Strategy for Addressing the Teacher Shortage." Phil Delta Kappan, 67 (10): 712-718.

Louis Harris and Associates, Inc. (1986.) The Metropolitan Life Survey of the American Teacher 1986: Restructuring the Profession. New York, NY.

_____. (1985) The Metropolitan Life Survey of Former Teachers in America. New York, NY.

National Association of State Directors of Teacher Education and Certification. (1985?) NASDTEC Directory.

National Education Association. (1987.) Status of the American Public School Teacher. Washington, DC.

Palaich, Bob. (1983.) "State Policies to Screen and Attract Teachers." Issuegram 23. Denver, CO: Education Commission of the States. [ED 234 506].

_____, and Donald Burnes. (1983.) "Teacher Shortages in the Next Decade." Issuegram 24. Denver, CO: Education Commission of the States. [ED 231 815].

Task Force on Merit Pay for Teachers. (1984.) A Study of Teacher Incentives for the District of Columbia Public Schools: Technical Report. Washington, DC: District of Columbia Public Schools.

Task Force on Teaching as a Profession of the Carnegie Forum on Education and the Economy. (1986.) A Nation Prepared: Teachers for the 21st Century, The Report of the Task Force on Teaching as a Profession. New York, NY.

The Holmes Group. (1986.) Tomorrow's Teachers. East Lansing, MI: Eastern Michigan University.

Wise, Arthur E.; Linda Darling-Hammond, Barnett Berry, and others. (1987.) Effective Teacher Selection: From Recruitment to Retention. ..... Santa Monica, CA: The Rand Corporation.

Zarkin, Gary, A. (1985.) The Importance of Economic Incentives in the Recruitment of Teachers. Final report to the U.S. Department of Education, National Institutes of Education under contract# NIE-G-83-0063. [ED 256 050].